

## ORANGEBURG 3 SCHOOL DISTRICT

P.O. Box 98/1654 Camden Road  
Holly Hill, South Carolina 29059

**GRADES** PK-12

**ENROLLMENT** 3,393 Students

**SUPERINTENDENT** Dr. David Longshore, Jr. 803-496-3288

**BOARD CHAIR** S. B. Marshall 803-496-3288

**FISCAL AUTHORITY** District Board/County Board/Referendum

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	2	9	1

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Good	N/A
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Below Average	Average	No
<b>2004</b>	Below Average	Average	No

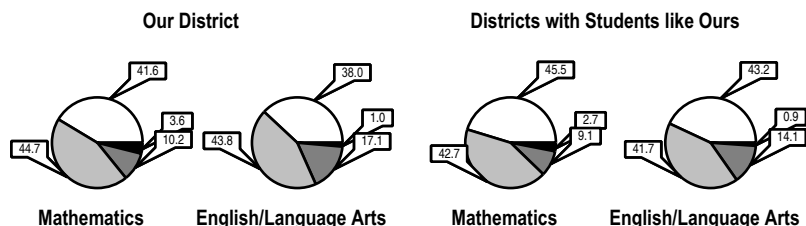
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

83.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	64.7	N/A	N/A	59.6	N/A	N/A
<b>Passed 1 subtest</b>	10.4	N/A	N/A	19.3	N/A	N/A
<b>Passed no subtests</b>	24.9	N/A	N/A	21.2	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	3.2	3.2
<b>Seniors who met the SAT/ACT requirement</b>	3.2	3.2
<b>Seniors who met the grade point average</b>	30.7	35.1

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,487	99.4	38.0	43.9	17.1	1.0	18.1
Gender							
Male	746	98.9	46.6	40.3	12.6	0.6	13.1
Female	741	99.9	29.4	47.5	21.5	1.5	23.0
Racial/Ethnic Group							
White	141	100.0	25.2	44.4	27.4	3.0	30.4
African-American	1,333	99.3	39.3	43.9	15.9	0.8	16.8
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	13	100.0	38.5	38.5	23.1	0.0	23.1
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	1,228	99.8	32.2	47.0	19.6	1.2	20.8
Disabled	259	97.3	66.4	28.7	4.5	0.4	4.9
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,487	99.4	38.0	43.9	17.1	1.0	18.1
English Proficiency							
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,481	99.4	37.9	44.0	17.1	1.0	18.1
Socio-Economic Status							
Subsidized meals	1,300	99.5	39.2	44.1	15.9	0.8	16.7
Full-pay meals	187	98.9	29.7	42.7	24.9	2.7	27.6
Mathematics							
All Students	1,487	99.7	41.6	44.7	10.2	3.6	13.7
Gender							
Male	746	99.6	45.9	43.4	7.8	2.9	10.7
Female	741	99.9	37.3	45.9	12.5	4.2	16.8
Racial/Ethnic Group							
White	141	100.0	31.9	40.7	14.1	13.3	27.4
African-American	1,333	99.7	42.7	45.1	9.7	2.6	12.2
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	13	100.0	30.8	46.2	23.1	0.0	23.1
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	1,228	99.9	36.1	47.9	11.7	4.3	16.0
Disabled	259	98.8	68.1	29.1	2.8	0.0	2.8
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,487	99.7	41.6	44.7	10.2	3.6	13.7
English Proficiency							
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,481	99.7	41.6	44.6	10.2	3.6	13.8
Socio-Economic Status							
Subsidized meals	1,300	99.9	43.1	44.6	9.5	2.8	12.4
Full-pay meals	187	98.9	31.4	45.4	14.6	8.6	23.2

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	252	97.6	21.2	41.0	35.1	2.7	37.8
	Grade 4	312	97.4	37.4	41.4	20.9	0.4	21.2
	Grade 5	309	97.4	55.1	37.2	7.7	N/A	7.7
	Grade 6	322	97.8	55.1	36.5	7.4	1.1	8.4
	Grade 7	293	96.6	44.2	46.7	8.3	0.8	9.1
	Grade 8	352	97.4	49.8	42.3	7.2	0.7	7.9
<b>2004</b>	Grade 3	218	100.0	23.5	35.9	37.8	2.8	40.6
	Grade 4	226	99.1	27.8	43.0	27.8	1.3	29.1
	Grade 5	259	100.0	38.1	49.8	11.7	0.4	12.1
	Grade 6	274	99.3	55.2	33.0	11.1	0.7	11.9
	Grade 7	272	99.3	40.4	51.9	7.4	0.4	7.8
	Grade 8	245	98.8	38.3	51.9	9.4	0.4	9.8
<b>Mathematics</b>								
<b>2003</b>	Grade 3	252	99.2	24.1	51.8	15.6	8.5	24.1
	Grade 4	312	98.1	38.4	49.3	9.8	2.5	12.3
	Grade 5	309	99.7	54.7	40.3	4.7	0.4	5.0
	Grade 6	322	97.8	45.6	43.2	9.1	2.1	11.1
	Grade 7	293	96.9	50.4	38.8	7.9	2.9	10.7
	Grade 8	352	98.0	50.2	45.1	4.1	0.7	4.7
<b>2004</b>	Grade 3	218	100.0	30.9	56.7	9.7	2.8	12.4
	Grade 4	226	99.6	36.6	40.6	12.9	9.8	22.8
	Grade 5	259	100.0	39.7	48.2	8.6	3.5	12.1
	Grade 6	274	100.0	36.8	47.8	13.6	1.8	15.4
	Grade 7	272	99.6	50.9	37.6	8.9	2.6	11.4
	Grade 8	245	99.2	53.4	38.6	6.8	1.3	8.1

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	254	97.6	25.6	34.6	29.3	10.6	39.8
<b>Gender</b>							
Male	117	97.4	34.8	32.1	26.8	6.3	33.0
Female	137	97.8	17.9	36.6	31.3	14.2	45.5
<b>Racial/Ethnic Group</b>							
White	16	100.0	6.7	13.3	53.3	26.7	80.0
African-American	234	97.4	27.3	35.7	27.8	9.3	37.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	214	97.7	14.4	38.9	34.1	12.5	46.6
Disabled	40	97.5	86.8	10.5	2.6	N/A	2.6
<b>Migrant Status</b>							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	253	97.6	25.7	34.3	22.0	10.6	40.0
<b>English Proficiency</b>							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	252	97.6	25.8	34.0	29.5	10.7	40.2
<b>Socio-Economic Status</b>							
Subsidized meals	218	97.7	27.0	35.5	28.4	9.0	37.4
Full-pay meals	36	97.2	17.1	28.6	34.3	20.0	54.3

<b>Mathematics</b>							
All Students	254	96.1	31.8	36.0	21.9	10.3	32.2
<b>Gender</b>							
Male	117	95.7	40.0	30.9	21.8	7.3	29.1
Female	137	96.4	25.0	40.2	22.0	12.9	34.8
<b>Racial/Ethnic Group</b>							
White	16	100.0	6.7	46.7	33.3	13.3	46.7
African-American	234	95.7	33.6	35.0	21.5	9.9	31.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	214	96.7	21.4	40.8	25.7	12.1	37.9
Disabled	40	92.5	91.7	8.3	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	253	96.0	32.0	35.7	22.0	10.4	32.4
<b>English Proficiency</b>							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	252	96.0	31.7	35.8	22.1	10.4	32.5
<b>Socio-Economic Status</b>							
Subsidized meals	218	96.3	34.1	34.6	21.6	9.6	31.3
Full-pay meals	36	94.4	17.6	44.1	23.5	14.7	38.2

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	208	87.0%	189	3.2%	242	77.3%	N/A
<b>Gender</b>							
Male	74	77.0%	50	4.0%	87	60.9%	
Female	133	92.5%	139	2.9%	155	86.5%	
<b>Racial/Ethnic Group</b>							
White	16	100.0%	12	0.0%	18	61.1%	
African American	187	87.2%	176	3.4%	223	78.5%	
Asian/Pacific Islander	1	I/S	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	1	I/S	1	I/S	1	I/S	
<b>Disability Status</b>							
Not disabled	56	92.9%	182	3.3%	219	79.0%	
Disabilities other than speech	152	84.9%	7	0.0%	23	60.9%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	208	87.0%	189	3.2%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	1	I/S	0	N/A	0	N/A	
Non-LEP	207	87.4%	189	3.2%	241	77.6%	
<b>Socio-Economic Status</b>							
Subsidized meals	166	86.7%	178	2.2%	201	78.6%	
Full-pay meals	38	89.5%	11	18.2%	41	70.7%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	87.0%	88.7%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	242	133
Number of Diplomas	187	101
Rate	77.3%	75.5%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	421	439	414	434	835	873
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	15.0	16.3	15.4	16.1	15.4	16.5	16.1	16.7	15.6	16.5
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,393)				
First graders who attended full-day kindergarten	99.5%	N/C	100.0%	97.2%
Retention rate	4.7%	Up from 0.1%	7.1%	5.3%
Attendance rate	97.7%	Up from 93.9%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.0%		9.2%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	7.3%		8.1%	5.1%
Eligible for gifted and talented	7.1%	Up from 6.9%	5.1%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.8%	Up from 10.6%	10.9%	10.9%
Older than usual for grade	4.2%	No change	8.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Down from 3.3%	1.6%	1.1%
Enrolled in AP/IB programs	5.3%	Down from 9.1%	8.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	3	Down from 30	52	157
Completions in adult education GED or diploma programs	3	Down from 9	4	39
Annual dropout rate	3.2%	Down from 7.2%	2.5%	2.9%
Teachers (n= 264)				
Teachers with advanced degrees	59.5%	Up from 56.1%	40.5%	50.0%
Continuing contract teachers	75.8%	Down from 81.8%	75.3%	84.6%
Highly qualified teachers**	90.3%	N/A	90.3%	92.5%
Teachers with emergency or provisional certificates	11.0%		13.5%	4.4%
Teachers returning from previous year	90.5%	Up from 88.1%	83.7%	89.9%
Teacher attendance rate	94.6%	Up from 94.2%	94.3%	94.7%
Average teacher salary	\$42,354	Up 1.8%	\$37,459	\$40,566
Vacancies for more than nine weeks	0.8%	N/C	2.4%	0.3%
Prof. development days/teacher	11.7 days	Up from 11.6 days	12.1 days	12.0 days
District				
Superintendent's years at district	16.0	Up from 15.0	4.0	3.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 17.1 to 1	19.0 to 1	21.0 to 1
Prime instructional time	90.8%	Up from 86.3%	88.1%	89.5%
Dollars spent per pupil*	\$8,298	Down 1.8%	\$8,650	\$7,217
Percent of expenditures for teacher salaries*	55.4%	No change	51.1%	55.6%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	99.0%	Up from 87.1%	97.5%	97.3%
Number of schools	7	No change	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	10.4%	Down from 12.6%	6.0%	4.3%
Average age in years of school facilities	30	Up from 24	28	26
Number of schools with SACS accreditation	6	No change	3	8
Average administrator salary	\$69,184		\$62,959	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	90.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	7 trustees elected to single-member seats
<b>Fiscal Authority</b>	District Board/County Board/Referendum
<b>Average Number of Hours of Training Annually</b>	49.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

Orangeburg County Consolidated School District Three is a rural district located in the lower southeastern portion of South Carolina and situated between Columbia and Charleston. The district currently serves approximately 3400 students in four elementary schools, one middle school, two high schools, and an alternative school site. The district also provides service through a Board of Trustees and administration determined to offer its students quality education in schools that are safe and conducive to learning, and through curriculum and instruction effectively organized and managed by competent and committed professionals.

With high gains in student academic achievement as its primary goal, the district has embarked on a plan that focuses on improving teacher quality and strengthening teaching and learning.

The 2004-2005 academic year will be a year of transition for Orangeburg District Three. The district will close one elementary school and prepare for the consolidation of its two high schools into one comprehensive high school and technology center.

Even as it moves toward change and transition, the district is cognizant of the many challenges that impact the academic achievement of its children: high percentage of students eligible for free/reduced-price lunch; limited cultural and recreational opportunities that affect teacher recruitment/retention; limited tax base for general funding; and other issues that are barriers in the efforts for progress in education. However, research shows that despite family income, adequate resources and quality teaching can negate the impact of poverty as it relates to student academic achievement.

Therefore, the district is tireless in its efforts to move students forward. Orangeburg District Three continues to provide quality staff development for teachers and administrators, homework centers and other supplemental activities, and programs to promote partnerships with the community, parents, and business and industry.

The district is making every effort to provide quality programs for its students, and the district is confident that its progress and gains in student achievement and opportunities will continue to garner support from its advocates.

David Longshore, Jr., Superintendent